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ABSTRACT

Materials and information in this quinmester curriculum guide for grades seven through nine focus on tribal living in Sub-Sahara, European influence in Africa, and the African's desire for independence. Activities are offered which stress discussion, inquiry strategies, and concept teaching on tribalism, colonialism, and nationalism in an attempt to enable students to analyze the accomplishments, customs, and existing problems in these societies. Content is related to the course goals emphasizing that students should rid themselves of negative stereotypes about Africans; recognize pre-colonial involvement and reasons for colonization by Europeans; identify and differentiate between the European colonizers and their policies and their varying cultural effects upon Africa; identify factors which gave impetus to the growth of nationalism; recognize social, economic and political problems of national development; and compare in a cross cultural approach American and African societies. A framework of broad goals, content, objectives and learning activities, and materials is outlined. (SJM)

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SOCIAL STUDIES

TRIBES AND NATIONS: EMERGING AFRICA

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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by

Herbert Blinn

Herbert Weinfeld

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1970

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AN INVESTIGATION OF THE ACCOMPLISHMENTS, CUSTOMS, AND PROBLEMS OF THE PEOPLE IN SUB-SAHARA AFRICA. THE FOCUS WILL BE ON TRIBAL LIVING, THE INFLUENCE OF THE EUROPEAN WHITE MAN IN AFRICA, AND THE DESIRE OF NATIVE AFRICANS FOR INDEPENDENCE AND EXPRESSION. THE COURSE WILL INCLUDE SIMILARITIES BETWEEN AFRICAN AND U.S. SOCIETIES.

GRADE LEVEL: 7 - 9
COURSE STATUS: Elective
INDICATORS OF SUCCESS: No prerequisites are necessary.

COURSE RATIONALE: An analysis of Sub-Sahara African societies will enable students to explain the reasons for the accomplishments and problems existing in these societies and to develop the concepts of tribalism, colonialism, and nationalism. Inquiry and discussion strategies will be employed utilizing case studies as the nucleus for instruction and as a means of giving pupils the tools of analysis. The course is designed to develop concepts free of stereotypes and will attempt to examine problems which are related to the student's own society.

COURSE GOALS:

1. THE STUDENT WILL BE ABLE TO RECOGNIZE AND CORRECT GENERAL MISCONCEPTIONS WHICH EXIST AS STEREOTYPES RELATIVE TO SUB-SAHARA AFRICA.

2. THE STUDENT WILL BE ABLE TO DESCRIBE ASPECTS OF COLONIAL DEVELOPMENT IN SUB-SAHARA AFRICA AND IN COLONIAL AMERICA.

3. THE STUDENT WILL BE ABLE TO CITE EVIDENCE WHICH SERVES TO DIFFERENTIATE BETWEEN THE POLICIES OF THE THREE MAJOR EUROPEAN COLONIZERS AND THEIR EFFECT ON THE CULTURE OF THE PEOPLE OF SUB-SAHARA AFRICA.

4. THE STUDENT WILL BE ABLE TO IDENTIFY THE FACTORS WHICH LED TO THE GROWTH OF NATIONALISM AMONG SELECTED COLONIZED PEOPLE.

5. THE STUDENT WILL BE ABLE TO IDENTIFY PROBLEMS OF NATIONAL DEVELOPMENT AMONG SUB-SAHARA PEOPLES.

6. THE STUDENT WILL PERCEIVE SIMILARITIES AND DIFFERENCES BETWEEN SUB-SAHARAN SOCIETIES AND HIS OWN.

COURSE CONTENT OUTLINE:

I. Introduction

- A. Student Impressions of People and Places of Africa
- B. Stereotypes
  1. Definition
  2. Dangers
  3. Methods of avoidance

II. Period of Colonization

- A. Outside Interest in Africa (Reasons)
- B. Major Colonizers
- C. Colonial Philosophies
  1. Social and political overtones
     a. Boundary identification
     b. Tribal preservation (physical)
     c. Preservation of traditions (religion, customs, arts, etc.)
     d. Receptivity of native population

III. Desire for Independence (Nationalism)

- A. Impetus
  1. Cultural pride
  2. Economic basis
  3. Racial basis
  4. Colonial preparation
  5. Threat from common enemy
- B. Ways by Which Independence was Achieved
  1. Legal transfer
  2. Revolution
- C. Problems of Newly-Formed Nations
  1. Tribal-national conflicts
  2. Tribal-tribal conflicts
  3. Great diversity
     a. Languages
     b. Religion
     c. Race
  4. Need for technology
  5. Educational improvement
  6. General economic development
  7. Unstable leadership

IV. Similarities and Differences between Sub-Saharan and U.S. Societies

- A. The Youth Cultures
  1. Relationships with
     a. Parents, peers, school and religious personnel, etc.
  2. Special interests and concerns
- B. Influencing social distinctions
  1. Age
  2. Occupation
  3. Group association
  4. Economic status
  5. Sex
  6. Religion
  7. Race

GOAL 1: THE STUDENT WILL BE ABLE TO RECOGNIZE AND CORRECT GENERAL MISCONCEPTIONS WHICH EXIST AS STEREOTYPES RELATIVE TO SUB-SAHARA AFRICA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
MISCONCEPTIONS AND/OR STEREOTYPES NOTE: MANY OF THE RECOMMENDED ALTERNATIVE ACTIVITIES ARE DIRECTLY RELATED TO THE TEXT SERIES, THROUGH AFRICAN EYES: CULTURES IN CHANGE.	A. The student will determine what images of Sub-Sahara Africa the class members hold.	1. Hold a group discussion on, What people are like in Sub-Sahara Africa . 2. Have students write short phrases or words that occur to them when give the phrases, "People in Sub-Saharan Nations" and "Nations in Sub-Sahara Africa". a. Collect papers and list responses on overhead(blackboard) in order to develop a descriptive concensus. b. Ask students to state generalizations about the people and places, based on the recorded responses. Solicit a statement of attitude from the class about what is indicated by the responses.
	B. The student will define "stereotypes" and be able to give examples.	1. Have students read, "The Hands of the Blacks" (Foreword: Through African Eyes, I). Ask students the following: a. What values concerning African blacks are illustrated in the reading? b. Are these values supported by factual evidence? Explain your position. c. If mistaken, could these values lead to false opinions? If so, give examples. 2. Solicit a definition of "stereotype" from the class. 3. Discuss with students opinions which may lead to false ideas about groups of people (Negroes, Jews, Wasps, etc.). a. Solicit responses regarding: intelligence, cleanliness, ability on jobs, attitude toward work, social habits, special talents and deficiencies, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Assist class in identifying which responses have no general basis in fact. Solicit contradictions. c. Have class attempt to formulate a definition of "stereotype".
	C. The student will identify situations in which the consequences of stereotypes are evident.	1. Show films, Boundary Lines and The Toymaker. Ask the students the following: a. How do stereotypes (prejudices) serve to limit social improvement? b. What are some possible consequences in society resulting from the perpetuation of stereotypes? 2. Utilize the Episodes in Social Inquiry Series, published by Allyn and Bacon, Inc. Five to nine day lesson sequence developing the concept of "stereotypes" (coincides with objectives A,B, and C). Suggested as alternative approach within the central idea.
	D. The student will cite accomplishments of early African kingdoms as contradictory evidence of negative stereotypes about Africans.	1. Have students read, "African Myths and Realities," Civilizations of Africa, AEP, 1970. Ask the students the following: a. Why did early arriving Europeans in Africa think the Africans had no past? b. What tools are being used by historians and archeologists today to uncover Africa's true history? c. What accomplishments and achievements are we now certain were attained by early African kingdoms? 2. Assign other readings in Civilizations of Africa for selected review of specific early cultures in Africa.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Show film, Negro Kingdoms of Africa's Golden Age (1-13535). Ask the students the following: a. What contributions were made to civilizations by early African kingdoms? b. In what way was the African heritage from early Africa affected by slavery? 4. Show film, Heritage of the Negro (NET). Have students write a descriptive essay examining ancient African civilizations. 5. Reading Assignments. a. Have selected students read the following: (1) Ancient African Kingdoms by Margaret Shinnie (2) African Glory: The Story of Vanished Civilizations by J. D. deGraft-Johnson (3) The Lost Cities of Africa by Basil Davidson (4) A Glorious Age in Africa by Daniel Chu and Elliott Skinner b. Have students discuss findings from readings in round table-type session with the rest of the class. c. Through group concensus, have class draw conclusions about the nature of early African civilizations.

GOAL 2: THE STUDENT WILL BE ABLE TO DESCRIBE ASPECTS OF COLONIAL DEVELOPMENT IN SUB SAHARA AFRICA AND IN COLONIAL AMERICA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ASPECTS OF COLONIZATION	A. The student will recognize the extent of pre-colonial involvement of Europeans in Sub-Sahara Africa.	1. Have students read, "Booty for the King: The First Captives. (Through African Eyes, III, pg. 68-71). Ask students the following: a. What were the general motives of the Portuguese for exploring Africa? b. How can you account for the willingness of the Portuguese to make profit from the sale of people? What does this tell you about their attitude? 2. Have students refer to multi-text references (Sub-Sahara Africa, Stravianos and Andrews; Africa South of the Sahara, Koleuson; and Africa, Burke, etc.). Establish student groups to research and discuss the following: a. What events gave impetus to the development of the slave trade? b. What nations participated? c. How was the trade conducted? d. What effect did slave trade have on: (1) African population? (2) Tribal relations? (3) African culture and development?
	B. The student will explain reasons for the colonization of Sub-Sahara Africa and Colonial America.	1. Class Discussion: a. Assign readings in any appropriate references. b. Discuss the following: What factors led to the colonization of Africa? Colonial America? c. Solicit responses which students will categorize as: Economic, European Policies, Cultural Expansion. d. Based on category placement, have each student indicate which reasons applied to both geographic areas and which reasons applied specifically to one or the other. Have students defend their decisions.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Role-Playing Activity: a. Assign readings in any appropriate references. b. Organize three groups of three students each (voluntary) to present a European defense of political, economic, and cultural reasons for colonizing Sub-Sahara Africa and America. c. The rest of the class will serve as "Court of World Conscience" to arrive at a consensus and give a group opinion concerning whether or not reasons given constitute a morally acceptable basis for colonization.
	C. The student will describe some aspects of Pre-colonial European involvement in Sub-Sahara Africa and in colonial and early 19th century America.	1. Have students read, "White Man, Rich Man; Black Man, Slave." (Through African Eyes, pg. 118-123). Ask students the following: a. What differences existed in the successes of the Africans and American Indians in resisting early efforts to control them by the Spanish and Portuguese? Why did these results occur? b. What needs of the Spanish and Portuguese led to the development of the slave trade? c. What were the attitudes and actions of Americans toward attempts at enslavement? 2. Define and describe "triangular trade." What effects did it have on the development of Western Europe? West Africa? 3. Have each student prepare written/verbal responses to the following: a. History's greatest crime is the story of African slavery. Do you agree? Explain.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Describe missionary efforts in Africa and in Spanish Florida (religious groups involved, attitudes toward native peoples, attitudes of native peoples, extent of missionaries successes). Indicate what you feel about the "white man's burden" and why you feel that way.

GOAL 3: THE STUDENT WILL BE ABLE TO CITE EVIDENCE WHICH SERVES TO DIFFERENTIATE BETWEEN THE POLICIES OF THE THE THREE MAJOR EUROPEAN COLONIZERS AND THEIR EFFECT ON THE CULTURE OF THE PEOPLE OF SUB-SAHARA AFRICA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
POLICIES OF MAJOR EUROPEAN COLONIZERS.	A. The student will identify the European nations which were the major colonizers in Sub-Sahara Africa.	1. Show the film, Colonial Expansion of European Nations (1-12548). Ask the students the following: a. What European nations actively pursued colonial development in Sub-Sahara Africa? b. Which geographical areas of Sub-Sahara Africa were colonized by the major European powers? 2. Outline map development. a. Distribute dittoed outline maps of the African continent (without national boundary distinctions). b. Have students indicate by color code those areas of Sub-Sahara Africa colonized by the major European powers. c. Compare general areas of colonization with current political outline map of Sub-Sahara Africa (The purpose is to indicate major cultural influence in effect in specific countries today). d. Have students prepare reports citing reasons each major European colonizer concentrated in the particular areas indicated.
	B. The student will describe colonial policies of the British, French, and Belgians in Sub-Sahara Africa.	1. Teacher Lecture - Pupil Response a. Teacher introduces concepts of paternalism, gradualism, and assimilation as colonial philosophies including a general definition of each term. b. Students will match the differing colonial philosophies with the appropriate European nations and give specific examples of how the philosophy functioned in practice. (This task should result from library study, use of class references, and/or review of information previously presented).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Show filmstrip, Africa: The French Community (Current Affairs Films, Division of Key Productions, Inc., New York, New York). a. Have students develop a definition of the French assimilation policy in colonial Africa. b. Have students cite examples which describe this policy. c. Have students prepare a statement which will describe results of French colonial policy in terms of present day relations with former colonies. 3. Role-Playing Activity a. Have students assume the role of a British Diplomat who served in the colonial development of the U.S. and who is now assigned to assist in developing a British colonial policy for East and Southeast Africa. b. As the British diplomat, each student will prepare a speech to be made before parliament recommending the policies to be followed for British colonial Africa. Speech must include reasons in support of each recommendation. 4. Have student read, "Report from the Congo," and "Leopold The Janitor" (Through African Eyes, IV). Ask the students the following: a. What was Leopold's "Private Domain"? If you were an African native, how would you react to it? Explain. b. King Leopold said that his intentions in the Congo were "Noble and elevated, to carry on the work of civilization." What do you think his intentions were? Explain. c. In terms of the philosophy, "Africa For The Africans," How would you evaluate the policies of European colonizers regarding the distribution of wealth which existed in Africa.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The student will examine the effects of colonial policies upon traditional cultural patterns of native Africans.	1. Role-Playing Activity a. Students will assume the role of a native African in Colonized British East Africa who is writing to his grandfather now living in the U.S. (Late 1800's). b. Through the letter, students will contrast life styles which existed Before and During colonial rule. Include Effects on such topics as: land, food, taxes, work, leadership, education, beliefs, government. (References: Through Africa Eyes, IV; Africa South Of The Sahara, Kolevson; East Africa, Lineberry; Sub-Sahara Africa, A Culture Area In Perspective, Stravianos and Andrews; Africa, Burke; Colonial Kenya, AEP Unit book). 2. Map Exercise a. Provide students with two maps, one showing major tribal locations and one showing different tribal language concentrations in Sub-Sahara Africa. b. Have student produce an overlay map which shows areas of colonial control of each major power. c. Have students identify (written or verbally) the inferences they made regarding the effects indicated by the maps on the tribal populations. 3. Have students read, "Anglo-Saxon Destiny," (Through African Eyes, IV). Have students write a letter as Black Africans to the author of the article responding to his position. Particular attention should be paid to the manner in which Europeans colonized and converted African people. 4. Panel Presentation - Select students as presentors and moderator on the topic: "British and French colonial rule in West Africa". Presentations will attend to:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Which policy facilitated smoothest cultural and social transitions? b. Which policy best provided for participation by black Africans in aiding social change? Develop both questions by analyzing the effect of colonial policy on the following: religious and educational practices, perpetuation of language, development of local leaders, tribal customs and traditions. 5. Book Review: Have selected students read and review, Something of Value, Robert Ruark. Discuss with class. a. Effects of British land policy on native population. b. Role of tribal loyalties in resistance? c. Comparison of racially-related policies of independent Kenya. Assign to students sufficiently prior to planned time of classroom use. Other related books recommended for review: Houseboy, The Old Man and The Metal, Ferdinand Oyono; The Lonely African, Colin Turnbull; Cry The Beloved Country, Alan Patton. 6. Simulated Trial: (Requires designated lead time for research and preparation). Student assignment to roles to be made no later than the second week of the Quinmester. Trial Particulars: a. Charge: The Governments of Western European Countries which colonized Sub-Sahara Africa are accused of Immoral and unethical conduct toward African People and Property. b. Prosecution: International Committee on Colonial Appeals

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Players: Prosecutor and staff, defendants and defense staff, jurors, witnesses (number and nature determined by prosecution and defense), and judges.

GOAL 4: THE STUDENT WILL BE ABLE TO IDENTIFY THE FACTORS WHICH LED TO THE GROWTH OF NATIONALISM AMONG SELECTED COLONIZED PEOPLE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
FACTORS OF NATIONALISM	A. The student will propose reasons for the development of nationalism in general among colonial people.	1. View Film, Twentieth Century Revolutions: The Revolutions in the Colonial World (National Educational Television, A-V Center University of Indiana, Bloomington, Indiana 47401). Ask students the following: What forces existed among colonized people that caused them to seek independence? a. List all responses on overhead or blackboard. b. Categorize responses into general headings, such as: recognition of common goals, strong dislike of outside control, increased education, destruction of superiority myths, growing pride in self-identity, desire for greater economic participation. 2. Individual Group Response Activity a. Students will complete the following in paragraph form: "Freedom is...". b. Build a composite list of key words which define freedom based on student responses. c. Students will choose one colonized group from the following former colonial empires (Asian, African, North or South American) and will indicate, using the composite definition for freedom, those freedoms which were lacking and which led to a desire for independence. d. Identify the common elements in independence movements, use selected student responses to provide data. 3. Discussion Questions: a. What parallels can you draw between the African and American struggles for independence?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Given the population make-up of colonial Africa and colonial U.S., which demand for independence was more understandable than the other? Explain. (This activity should follow reasonable research time).
	B. The students will recognize some factors which gave impetus to the development of nationalism among Sub-Sahara people.	1. Have students read, "The Parable of the Eagle" (Through African Eyes, V pg. 12-15). Ask students the following: a. How does the story relate to the African desire for independence? (Expected answer - illustrates African self-awareness which led to demand for independence). b. In the story, who does the man who treats the eagle like a chicken represent? Who does the naturalist represent? 2. Written Assignment Write a one page argument against the European myth of the "African Child" as it might have been written by an African desiring independence. Background information: Upon African demands for independence, Europeans generally replied in effect, "Wait until you are ready; That is, grown up." Reading assignment in this activity (Chicken-Eagle) symbolizes this myth. 3. Role-Playing Activity (Written) a. Read, "Congo Wins Freedom" (Through African Eyes, V pg. 40 46). b. Have students assume role of American correspondent assigned to cover the speech of Lumuba, First Prime Minister of Independent Congo, at Independence Day Ceremonies.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

c. Write an article based on Lumuba's speech describing what life was like for most black Africans in the Congo under Belgian rule.
d. Have selected students read their articles aloud.
e. Lead class discussion so that students will generalize about reasons for seeking independence.

4. Role-Playing Activity

a. Entire class assumes role of general delegation to Pan-African conference on nationalism.
b. Divide delegation into three committees (economic, political, social) dealing with problems of colonization.
c. Each committee is to prepare a statement of grievances with examples of limitations or excesses by the British, French, and Belgians (each committee can be sub-divided into these three aspects).
d. Draft a statement of independence for all colonized Africa citing the grievances identified in committee (the declaration can be attempted by the class as a committee of the whole or by a select committee of a few students).

5. Interpretation and Application

a. Read, reproduce, or have copied the following poem by Leon Laleau ("Trahison" in Black Orpheus).

African Heart

This tiresome heart, that never fits
My language or my dress,
Forced into the straightjacket of
Barrowed sentiments and customs,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Trifles of Europe. Oh, in my lame despair I am condemned to tame My heart that came from Senegal With foreign words from France. b. Have students interpret this poem (class discussion or written activity) with reference to African movements for independence. c. Have class, generalize from interpretations offered, factors of colonial life which led to independence in Sub-Sahara Africa.

GOAL 3: THE STUDENT WILL BE AWARE OF THE PROBLEMS OF NATIONAL DEVELOPMENT AMONG SUB-SAHARA PEOPLES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PROBLEMS OF NATIONAL DEVELOPMENT	A. The student will develop a hypothesis regarding reasons why new African nations generally have difficulty maintaining national unity.	1. Deductive Exercise a. Have students write brief answers to the questions, "What makes a nation a nation?" (Factors which bring people together to form a nation). b. Discuss pupil responses and list for class (Direct toward categories of: geography-sharing land, same linquistic group, common history, common religion, economic independence, racial identity). c. Ask students the following: (1) Can any of these factors be eliminated and still have a nation? If yes, explain by examples. (2) Are any of these factors indispensable? Explain. (3) Do any two or more nations share a common factor but remain separate nations? Examples. (4) What formula could be created for nationhood? (Students should see here that no formula is possible). d. Given as fact the statement that new African nations are suffering problems of national unity, have students work in small groups to formulate a statement indicating the problems in developing national unity. (e.g., economic insufficiency, language, any other cultural conflicts, conflicts in tribal and national loyalties, no national tradition or common historical base beyond colonialism).
	B. The student will describe conflicts between tribal and national loyalties and conflicts between tribes which have hindered national development.	1. Show filmstrip, "Africa in Ferment" (N. Y. Times Series) Ask students the follwoing: a. What relationship did colonial boundaries have to tribal-national conflicts after independence? b. In what ways did the development of national leadership affect tribal leadership? c. How have inter-tribal conflicts hindered national development? Give examples.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have students read, "Men of Two Worlds" (Through African Eyes II, pg. 35-42). Ask students the following: a. How does the title relate to the men in the story? b. What purpose did the tribal system serve in the past? c. Why is the government of Kenya trying to eliminate tribalism? d. Should governments try to eliminate tribal organizations? Explain. 3. Pictorial and Verbal Presentation a. Have selected students prepare a pictorial review on the BiAfran Civil War. b. Prepare a panel presentation to include the following: (1) Reasons for the conflict. (2) Effect on Nigerian population and involvement of other nations. (3) Outcome of the conflict (military, political, social, and economic). c. Conduct open discussion relating Biafran conflict to problems of national development. 4. Individual Reports a. "Difficulties a tribal system is likely to create for newly emerging nations" b. "Ancient tribal conflicts in Sub-Sahara Africa" c. "Tribal organization among Africans" 5. Have students read, "Why Does a Young Poet Die," "Seeds of War" (Africa, World Studies Inquiry Series, pg. 129-134). Ask students the following:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Many students in senior high school keep the friends they made in junior high school without trying to find new ones. Since this is often true of inter-tribal relationships, how does this affect national development?
	C. The student will cite evidence which illustrates technological and educational lag as factors in limiting national development.	1. Show filmstrip, The New Africa (Visual education consultants, I Inc., 2840 Laura La Middleton, Madison, Wisconsin 53701). a. Have students identify and comment on frames in the filmstrip which depict technological and educational lags. b. Ask students the following: (1) If you were an African teenager, what government services would you desire? (2) How would your personal advancement aid national development? 2. Small Group Activity a. Each group will select a nation and review pertinent needs relative to educational and technological aspects. b. Plan a program for assistance to be given by Peace Corps workers in the selected nations. 3. Inferring a. Visually present charts, overlay maps, and/or lists d icting language varieties in Africa (e.g. pg. 138 "Offic al Languages of Africa", Africa, World Studies Inquiry Series). b. Have students infer what significance this condition has on national development. 4. Have students read, "The Hidden Enemies," "The Weapons" (Africa, World Inquiry Studies, pg. 147-150).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Have students assume the role of members of a united nations medical assigned to tropical Africa. (1) What medical problems need attention? (2) What recommendations should be made to the African nations to solve these problems?
	C. The student will recognize political, factors which affected national development in selected Sub-Sahara nations.	1. Show film, Tanzania: The Quiet Revolution (National Educational Television, A-V Center, University of Indiana, Bloomington, Indiana 47401). Have students prepare a campaign speech promising to improve on political and governmental shortcomings presented in the film. 2. Have students read, "The Price," and "Why is the Price So High?" (Africa, World Inquiry Series, pg. 153-156). Through group discussion, identify political factors which relate to national development. 3. Reading Analysis and Prediction a. Teacher should introduce the concept of Apartheid to class in brief lecture. Emphasize the relationship of this policy to the process of political decision-making. b. Have students read "A South African's Case for Apartheid," (Tradition and Change in The Republic of South Africa, pg. 73-81; also in hardbound text, Tradition and Change in Four Societies). c. Ask students the following: (1) Is there any way to reach a compromise between the viewpoints? (2) What does you answer imply for the future of South Africa?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Individual Reports a. Analyze "Separate but Equal" doctrine of earlier U. S. and South African Policy of "Apartheid." (1) Use similarities and dissimilarities between the two policies as a basis for predicting future developments in South Africa. (2) Show how political limitations on a group of people allows for the creation and maintenance of such restrictive policies. (Lead-in time should be provided for this activity in order to present reports at desired time). 20 20

AL 6: THE STUDENT WILL PERCEIVE SIMILARITIES AND DIFFERENCES BETWEEN SUB-SAHARAN SOCIETIES AND HIS OWN.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IMILARITIES IN SUB-AHARA AND U.S. OCIETIES	A. The student will be able to compare elements of youth culture in a Sub-Saharan group with his own.	1. Letter Writing a. Have students, using "Dear Abby" form, write letters about their problems with parents, other teenagers (peers), schools, and other student-selected concerns (signatures not required). b. List problems evidenced in the letters. c. Have students read, "Tell Me, Josephine" (Through African Eyes, II pg. 16-25). (1) Indicate problems common to youth in both societies. (2) Indicate which of Josephine's answers are surprising to them and explain why. 2. Have students read, "The Leopard" and "Manhood" (Africa, World Inquiry Series, pg. 39-43). Ask students the following: a. What are some of the manhood tests in the U.S.? Which ones exist in your neighborhood? b. At what age is a boy considered a man in our society? (Have students explain). c. What roles do sports play in marking the change of boys into men? How are out football games and African animal hunts the same? Different? 3. Music and Songs a. Have six selected students bring to class their favorite popular vocal records for listening. b. Through discussion, have students indicate what interests, feelings, and problems of U. S. youth are presented. c. Have students read, "Listening to the Radio, Pt. 1" (Through African Eyes, II pg. 64-74). Compare lyrics of popular African songs with those of student-selected songs played in class. What similarities, differences in interests, feelings, and problems exist between the two?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Student Essays a. Have students write two essays on the following topic: "How parents affect my life." (One as an American and one as an African). b. From selected readings, have class identify common roles assumed by parents and teenagers in each culture.
	B. The student will identify selected social distinctions which influence the way people live in two societies.	1. Making Inferences a. Through discussion, have students provide examples of social distinctions common to any society (e.g., age, occupation, group association, authority figures, sex, race, religion, economic status, etc.). b. Develop a composite list from suggestions. c. Have students indicate in what ways these distinctions affect the way people live in his own society. d. From readings about life styles in Sub-Saharan societies, have students infer which social distinctions are strongly operating in these societies. 2. Have students read, "Growing Up in Acholi" (Through African Eyes, I pg. 8-20). Ask students the following: a. What are the roles of men and women in this society? b. Describe the ideal Acholi man and woman. c. How do children learn about these ideals? d. Is there an ideal man and woman in the U.S. as presented by parents? Advertisers? Religious leaders? e. How do they differ?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Read and Discuss - Have students read Introduction to Unit I (Through African Eyes, I, pg. 3-7). Buzz Session a. In small groups, have students discuss, How does a tribe differ from American relatives? How is it similar? b. Report findings from each Buzz session. 4. Have students read, "Growing Up in Acholi, Part III" (Through African Eyes, I, pg. 30-38). Have students indicate what difficulties they would have if Acholi roles were imposed on them? 5. Analysis of the Family a. Ask students the following: (1) What differences would it make in your life if your total family lived in the same house permanently? (2) Would it make a difference in your choice of husband or wife? (3) How might such a living arrangement help or hinder a marriage? b. Have students read, "Marriage" (Africa, World Inquiry Series pg. 48). c. Answer questions in "a" again. Give reasons for changing answers. 6. Human Resources - Invite exchange students, African diplomats, businessmen, etc. to visit class and discuss social distinctions and their effects in African societies. Have students prepare items for inquiry prior to class visitation by guest(s).

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

Barth, Joan W. Assoc. ed. Images of People. Episodes in Social Inquiry Series. Boston: Allyn and Bacon, Inc., 1969.

Clark, Leon E., ed. Through African Eyes: Culture in Change. Units I-VI. New York: Frederick A. Praeger, 1969 (State Adopted).

Marrih, Steven. Africa. World Study Inquiry Series, San Francisco: Field Education Publications, 1969.

II. ALTERNATE STUDENT AND CLASS MATERIALS:

A. Textual

Abbs, Ahosua. Ashanti Boy. London: Fontana Press, 1959.

Africana Publishing Corp. New Books for Autumn 1970 (catalog). 101 Fifth Avenue, New York, New York 10003.

Bilbo, Queenie M. The Story of West Africa. Cincinnati, Ohio: McCormick Mathers Publishing Co., 1969.

Carpenter, Francis. The Story of East Africa. Cincinnati, Ohio: McCormick Mathers Publishing Co., 1967.

Chu, Daniel and Shinner, Elliott. A Glorious Age in Africa. Garden City, New York: Doubleday Zenith Books, 1965.

Curtin, Phillip D. Africa, South of the Sahara. Morristown, New Jersey: Silver Burdett Co., 1970.

Davidson, Basil. The Lost Cities of Africa. New York: Time, Inc., 1966.

deGraft-Johnson, J. C. African Glory: The Story of Vanished Civilizations. Walker Publishing Co.

Ford, Richard B. Tradition and Change in the Republic of South Africa. New York: Hoet, Rinehart, and Winston, 1968.

Harvard Social Studies Project. Colonial Kenya. AEP Unit Book, Public Issues Services. Middletown, Connecticut: Xerox Corporation, 1968.

Hoff, Rhoda. African Adventures in Eyewitness History. New York: Henry Welch Publishing Co., 1963.

Koleuson, Edward R. Africa South of The Sahara. Boston: Allyn and Bacon, Inc., 1969.

Lineberry, William P. East Africa. New York: H. W. Wilson Co., 1968.

Pollock, George. Civilizations of Africa. AEP Unit Book, Middletown, Connecticut: Xerox Corporation, 1970.

Shinnie, Margaret. Ancient African Kingdoms. London: Edward Arnold Publishing Co., 1965.

Stravianos, Leftin and Andrews, Lovetta K. Sub-Sahara Africa. Boston: Allyn and Bacon, Inc., 1967.

B. Audio-Visual

1. Films

Boundary Lines. 1-00341, 10' C
Colonial Expansion of European Nations 1-12548
Heritage of the Negro, NET A-V Center, University of Indiana, Bloomington, Indiana 47401.
In Search of a Post, Bailey Films Assoc.
Negro Kingdoms of Africa's Golden Age. 1-13535, 17' C
The Road Ahead. Tensanian Mission to the U.N., 205 E. 42 Street, New York, New York 10017.
Tanzania, The Quiet Revolution. NET A-V Center, University of Indiana, Bloomington, Indiana, 47401.
The Toymaker 1-10147 20' C
20th Century Revolutions: The Revolution in the Colonial World. NET A-V Center, University of Indiana, Bloomington, Indiana 47401.

2. Filmstrips

Africa in Ferment. New York Times, New York.

Africa, The Developing Continent. Bailey Films, 6509 De Lone Pre Avenue, Hollywood, California 90028.

Africa, The French Community. Current Affairs Films, 527 Madison Avenue, New York, New York 10022.

Africa, Focus on Culture. BFA Education Media. 2211 Michigan Avenue, Santa Monica, California 90404.

Africa, The Land of Developing Countries. Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

The New Africa. Visual Education Consultant, Inc., 2840 Laura La Middleton, Madison, Wisconsin 53701.

Tribalism and Nationalism in Black Africa. Current Affairs Filmstrips, 527 Madison Avenue, New York, New York 10022.

3. Slides, Records, Tapes

Africa, Continent of Change. Doubleday and Co. (tape).

African Highlife (and other contemporary African music), Record and Tape Sales Corp., 821 Broadway, New York, New York 10033 (records).

Emerging Africa is the Right of Its Past: Land, People, and History. Cultural History Research, Inc., 6 Purchase St., Rye, New York 10582 (slide and records).

C. Other

Beyer and Hicks, Africa Inquiry Maps, New York: Thomas Crowell Co.

Hughes, Langston, ed. An African Treasury (anthology), New York: Pyramid Books, 1960.

Ngugii, James. Weep Not, Child. (a novel) New York: Humanities Press, 1966

Project Africa. Carnegie-Mellon University, Pittsburgh, Pennsylvania (Dr. Barry Byers), A-V materials, student and teacher resources, ethnographic emphasis.

D. Supplemental Student References

Oyono, Ferdinand. Houseboy. London: Heinemann, 1968.

Oyono, Ferdinand. The Old Man and The Metal. London: Heinemann, 1967.

Patton, Alan. Cry the Beloved Country. New York: Scribner and Sons, 1948.

Rovark, Robert. Something of Value. Garden City, Long Island: Doubleday, 1955.

III. TEACHER REFERENCE MATERIALS

Burke, Fred G. Sub-Sahara Africa. New York: Harcourt, Brace, and World, 1968.

Foster, Philip J. Africa South of the Sahara. New York: MacMillan Co., 1968.

Kenworthy, Leonard S. Studying Africa in Elementary and Secondary Schools, (Curriculum and Media guide), New York: Columbia University Teacher College Press, 1969.

Murphey, E. Jefferson. Understanding Africa. New York: Thomas Crowell Co., 1969.

Turnbull, Colin. Tradition and Change in African Tribal Life. Cleveland, Ohio: World Publishing Co., 1969.